

Using High School Data to Predict College Readiness and Early College Success on Guåhan (Guam)

Stakeholders on Guåhan (Guam) are concerned that many Guåhan public high school graduates may be underprepared for college. In 2018 more than 50 percent of students entering Unibetsedåt Guåhan (University of Guam) and Kulehon Kumunidåt Guåhan (Guam Community College) were placed into developmental math or English courses.¹ This study examined predictors of college readiness and early college success among students who graduated from Guåhan public high school schools between spring 2012 and spring 2015 and enrolled at either Unibetsedåt Guåhan or Kulehon Kumunidåt Guåhan between fall 2012 and fall 2015. The sample included 1,226 first-time, degree-seeking students. College readiness and early college success were assessed using three research-based indicators: enrolling in only credit-bearing math and English courses during the first year of college, earning all credits attempted during the first semester of college, and persisting to a second year of college. The study examined what percentage of students met each indicator individually and what percentage met the composite indicator comprising all three. Students who met the composite indicator were classified as demonstrating college readiness and early college success. The findings can inform policy and practice on college preparation while students are in high school.

Key findings

- **About 23 percent of students met the composite indicator of college readiness and early college success.** About 30 percent of students enrolled in only credit-bearing math and English courses during their first year of college, 43 percent earned all credits attempted during their first semester of college, and 74 percent persisted to a second year of college.
- **Graduates of John F. Kennedy High School were more likely than graduates of other high schools to meet the composite indicator of college readiness and early college success.** They were also more likely to enroll in only credit-bearing math and English courses. The differences in probability are classified as major (more than 5 percentage points) except one, which is classified as minor (less than 5 percentage points).
- **Students who completed a high-level math course during high school were more likely than other students to meet the composite indicator of college readiness and early college success.** They were also more likely to enroll in only credit-bearing math and English courses and to earn all credits attempted. All the differences in probability are classified as major.
- **Students with higher cumulative high school grade point averages were more likely than students with lower grade point averages to meet the composite indicator of college readiness and early college success.** They were also more likely to meet each individual indicator of college readiness and early college success. The differences in probability are classified major.
- **Students who attended community college were more likely than students who attended a four-year college to earn all credits attempted.** The probability of meeting this indicator was 81 percent for Kulehon Kumunidåt Guåhan students and 47 percent for Unibetsedåt Guåhan students. The difference in probability is classified as major.

1. Guam Community College. (2018). *Factbook 2017–2018*. https://guamcc.edu/sites/default/files/factbookvolume12_0.pdf. O'Connor, J. (2016, March). GDOE to tackle teachers shortage, collegereadiness. *The Guam Daily*. https://www.postguam.com/news/local/gdoe-to-tackle-teacher-shortage-college-readiness/article_c9a0d054-f1b5-11e5-8f80-f3529c025814.html. As of 2017, the Unibetsedåt Guåhan does not offer developmental English courses.